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Erasmus Policy Statement (Overall Strategy)

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The Institution agrees to publish this overall strategy on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission.

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees:

Original language [EN]

A) PARTNERS/GEOGRAPHICAL AREAS

Our mobility projects will be carried out in collaboration with the following schools:

- a) Aathus Social, Denmark
- b) Breidholt College, Iceland
- c) Stend Vidaregaande, Norway
- d) Kuressaare Ametikool, Estonia

The high education schools mentioned above enjoy a wide experience in mobility projects since they have taken part in many international activities, such as Interreg, Comenius and Lifelong learning Leonardo; thus, they know how important it is to complement the skills acquired in their schools with those acquired in the mobility institutions; therefore, it facilitates their future employability possibilities.

They all have experience in the compatibility between the theoretical and practical training modules, which is very interesting for our high education school as we would like to give the Dual Professional Training a boost.

The learning, regarding to Work Based Learning (WBL), we expect to achieve in the cooperative high education schools would be:

- a) For our teaching staff: improve their learning on the curricula, whose purpose is to reach better adaptability and combination of such learning with the apprentice training stay.
- b) Assessment by our students, who will carry out a practical training month abroad and two practical training months in their own country, of the advantages and disadvantages of these systems previous to their implementation on the island.

c)OBJECTIVE/Target groups

For our students, the main goal of this project is the acquisition and use of knowledge, competences and qualifications that facilitate their personal development, employment and their participation in the European labour market; to achieve it, specific objectives based on current professional contents and working and social competences have been fixed. We have already dealt with the participants' need of improving their employability considering the labour market situation, both at local and national level; therefore, their European projection can increase their opportunities. It is expected that such an experience will leave a mark in their personal development, due to the age of the participants and their low previous experiences in a place which is far from their homes, natural environment and friends. The first specific objective of the project is the improvement of the overall professional competence and will be dealt with the workplace training practices linked to their professional profile or with a professional stay after their graduation.

Another specific objective of the project is the promotion of learning modern foreign languages. It will be tackled first by learning the basics of the language before their departure, and then, transversally, due to linguistic immersion during their stay in the hosting country.

Finally, the contact with other teachers and companies connected to the professional field, the visits to the partners, and all the experiences described by the students will enable the development of innovating practices in the educative and vocational training and its transference, even among different participant countries. One of the main objectives in the analysis of the innovating practices will be the observation of the curricula in the Dual Vocational Training programs of our European partners.

Practices in enterprises and/or work centres in other countries are proposed for our students who are meant to produce the following outcomes:

- Increase their knowledge and learning of good professional practices in European labour environment.
- Integrate their theoretical and practical competences and experiences acquired in their centre and those fulfilled in the European productive context.
- Develop and acquire the main advantages offered by Europass as a means of presentation of their competences and qualifications at state and European level

The mobility project for our teaching staff is focused on the following assignments:

- Work practices in enterprises and training schools
- Job shadowing (observation stays) in both enterprises and education schools
- Participation in continuous learning training in the hosting country

On the other hand, the staff participating in the mobility project and those teachers who are part of the commission of European Programs will share their ideas and cooperative projects, and will participate in workshops with other European education schools by the e-Twitting platform.

The staff profile for which the mobility project is requested is the following:

Teachers working in any of our vocational training cycles

Members of the Educative Project of the school

Teachers involved in counselling and advice

Please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Programme.

If not applicable, please explain:

Original language [EN]

We will promote, among others the following strategies:

1. Management competences

In order to implement and develop the project, the management team will create a European Projects Commission responsible for the following tasks:

Present the European Program Project in the high education school

Select the teachers interested in taking part in exchanging programs with other vocational education schools, considering their language knowledge, length of time working in the high education school, professional experience...

Provide the required documentation to the student or teacher who participates in the exchange program.

2. Teaching staff competences

The members of the European Coordination Commission should participate voluntarily in the tasks mentioned above.

Consequently, it will be necessary to train them in:

the promotion and elaboration of the documents which contribute to the achievement of the "Europass" by both the vocational training students and the teachers.

Follow-up (reports, participation in the courses to improve the first and second foreign languages learning)

Promotion of mobility projects among students and teachers

travel organization

Integration of the acquired experiences

3. New tools or teaching methodologies

The integration of mobility in vocational training at the workplaces, the time constraint in the scheduling of the vocational practices because of the tourist season, which is the reason why the vocational training in the companies established in Menorca must be carried out in summertime, when they are operative. The European mobility for the workplace training practices would allow their development in any other season, and at the same time, it would let us peer how the training practices are performed in other European countries.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution.

Please refer to each of the 5 priorities of the Modernisation Agenda and explain the policy objectives you intend to pursue:

Original language [EN]

Priority 1

We are aware of the continuous socio-economic changes and the importance of the social capital development among young people; therefore, there is a need to promote their autonomy and increase their capacity to play an active role in society in order to develop their professionalism.

Mobility projects enable the true transference of knowledge, thus, favouring the improvement of knowledge, skills and competences of the participants (students and staff), as well as the promotion of the continuous training. They experience labour realities which are different to the ones established in their country of origin and consequently, their professional, personal and intercultural competences are increased thanks to their new perspectives and experiences acquired during mobility.

We promote mobility programs throughout all our vocational courses starting in Level 1

Priority 2

The investment in knowledge, skills and competences will benefit all the participants in the mobility project; it involves people, institutions, organizations and enterprises, in other words, the whole society, as long as it contributes to personal growth, ensuring prosperity and social equity. The greater the contact among the mobile participants and their shared knowledge – approaching the curriculum of the participant countries - is, the greater the cohesion will be in the training of the future professionals.

Through cooperation we'll improve adapting the education curriculum to the true business demands, and definitely, to the society demands.

Priority 3

Our mobility request is based on the need of improving job opportunities for our students. Besides, these experiences offer them chances to develop their personal and professional autonomy in European environments, promoting their entrepreneurial spirit. On the other side, they allow our students to approach other social, cultural, educative and productive realities which favour the development of intercultural sensitivity and the promotion of a sense of European citizenship.

Priority 4

The internationalisation of the education and the increased level of digital competence require new tools, which must be adapted to the current necessities.

We hope to facilitate the creation of competences and qualifications among the participants so that they can move freely for job purposes or further learning.

We fully recognize the work placement modules of our students when going abroad.

Priority 5

We hope to improve management skills and internationalisation strategies, reinforcing cooperation with partners from other countries, increasing the assigned financial resources (other than the European union funds) to organize European and international projects, better quality in the preparation, supervision and follow up of the projects.

* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)